

- Michalopoulou, A. (2014). Inquiry-based learning through the creative thinking and expression in early years education. *Creative Education*, vol.5, no. 6, pp. 377–385.

In this article, the researcher focused on children in Pre-k and Kindergarten. The researcher wanted to explore how young children can discuss ideas and find solutions to problems through art. The article stresses the importance of art in early childhood classrooms and how art can be closely related to inquiry based learning. In an IBL class, students build on their ideas. In an early childhood class, children don't have the prior knowledge to discuss scientific knowledge but they can use their imagination to draw and discuss ideas. Creativity comes from cognition and imagination.

- Savery, J. R. & Duffy, T. M. (1995). Problem based learning: An instructional model and its constructivist framework. *Educational Technology*, 35, 31-38.

This article strongly supports the idea of a student led classroom. Following Constructivist beliefs, learning should be student-centered. Students are encouraged to inquire and research but are given little guidance towards where to go and what to research in order to find the solution to the problem presented. This article argues that this method allows students to defend what they believe the problem to the solution is instead of always being pushed to find the one correct answer.

- Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning*. Powerful Learning: What We Know About Teaching for Understanding.

This article provided detailed instructions on how to manage an effective inquiry based learning classroom. Teachers must set a reasonable and clear goal for the class. Students must be given a fair amount of time and resources to research and share ideas with fellow classmates. Teachers must actively encourage students to be more vocal and become more comfortable debating and presenting. Teachers should always assess so they know when more assistance is or is not needed.

- Ertmer, P. A., & Simons, K. D. (2005). Scaffolding teachers' efforts to implement problem-based learning. *International Journal of Learning*, 12(4), 319-328.

This article is one of the articles that express the challenges of inquiry based learning not only for the student but for the teacher as well. This article serves as a guide for teachers on how to transition from a direct instruction setting to an inquiry based setting. Assessment is an important part of the classroom. This article highlights how children not only learn differently in an IBL setting, but need to be assessed differently as well.

- Geier, R., Blumenfeld, P. C., Marx, R. W., Krajcik, J. S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.

In this article, researchers studied 5,000 middle school students. Students were either in a direct teaching class or an inquiry based class. Results from this study show that students in an inquiry based learning class scored higher on the high stakes state assessment than students in a traditional setting. The high-stakes state assessment serves as a predictor of scores on standardized test. This leads researchers to believe that students in an IBL setting will score higher on standardized test than student in a traditional classroom setting.